



Good peer review practice should:



# PROVIDE SIGNPOSTS FOR QUALITY

Provide signposts that help students calibrate the quality of their reviews

*To what extent does the teachers' input support the development of students' own expertise and skill in evaluating others' work and in producing high-quality reviews?*

Produced by Professor David Nicol as part of the PEER Toolkit project funded by the JISC

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## Provide signposts for quality

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- Teachers provide feedback on the quality of students' peer reviews not just on the quality of their assignments.
- Teachers grade/mark the quality of students' peer reviews not just the quality of their assignments.
- Teachers select examples of quality reviews produced by students and post them online with comments or discuss them in class.
- Get students to produce reviews without pre-set criteria: they identify the criteria as part of the task and then compare their criteria with those provided by the teacher.

- Scaffold the students' own reviewing activities by providing a menu of teacher feedback comments or a menu of teacher feedback questions (the kinds of questions teachers ask about the work) so as to help students with the peer reviewing task.
- Show students examples of teacher reviews.
- Insert a teacher-produced high quality assignment as one of those to be reviewed by students. Subsequently discuss this example and how it was reviewed in class.
- Identify your own ideas and practices.
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